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# THE CAMPING MAGAZINE

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## FEATURING

Don't Tire Them Out . . . . . W. W. Bauer, M.D.

Rooting The Camp In The Community . Norman Studer

The Child In The Group . . Rudolph Dreikurs, M.D.

Farm—Home—Camp . . . . . Faith B. Drobish

Putting The Shoe On The Other Foot  
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Legislation—Reality, Bugaboo and Ballyhoo  
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Money-Saving Ideas . . . . . David S. Keiser

Book Corner

Seen and Heard

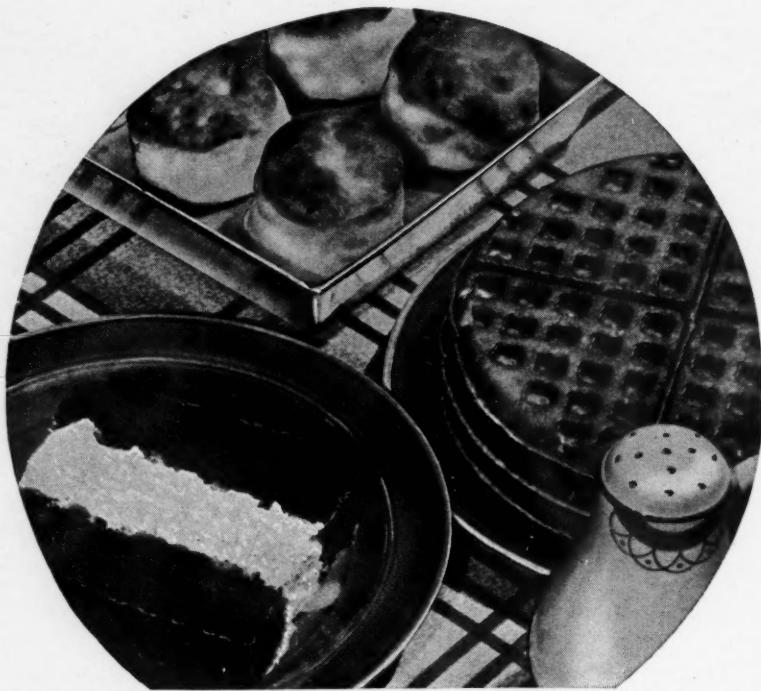


VOLUME XII

NUMBER 9

OFFICIAL JOURNAL OF THE  
AMERICAN CAMPING ASSOCIATION, INC.

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Courtesy American Forests

Merry Christmas

## *Guest Editorial---*

# Don't Tire Them Out

By

W. W. Bauer, M. D.

Director, Bureau of Health Education

American Medical Association

**A** FEW years ago the son of one of my friends returned home from two weeks at camp looking completely exhausted. He went to bed and slept for twenty-two hours, refusing food when he was roused. In the second twenty-four hours at home he slept at least another sixteen hours. It was a week before he had fully regained his normal state. His camping tired him out.

In another instance, a boy at a summer camp collapsed and had to be taken to a hospital. Although suffering with a high fever and a serious communicable disease, he had refrained from reporting his illness because he was counted upon as a participant for his team in some competitive events planned for visitors' day at the camp. His camping tired him out, and fatigue may have contributed to his illness.

In another instance, groups of boys en route for camp were assembled at 6 P.M., for a trip by day coach, arriving at their destination at 4 A.M. Here they transferred to trucks for an additional hour's travel. Naturally they got little or no sleep that night. They spent a busy day at camp ending with a bonfire which lasted until 11 P.M.

These may be extreme examples, but they actually occurred under my own observation. In each instance the important factor was fatigue. There is nothing more deceptive than the inexhaustible energy of youth. What father has not carried his weary child home from a picnic only to have the youngster leap out of his arms and go tearing out into the backyard for a strenuous romp with the dog? Youth fatigues quickly and recuperates quickly. It has tremendous energy for short spurts of activity, but it has not the staying power of mature years. Among the greatest hazards of camp life must be listed fatigue.

There are, as I see it, three principal causes for excessive fatigue in a camp. These are:

- (a) the unwillingness of youth to admit fatigue or defeat.
- (b) a careless camp program.
- (c) an overambitious camp program.

The boy who came home exhausted was the victim of an overambitious program, excessively crowded with activities, responsibilities, and pressure for achievement. The remedy for this should be simple, but often is not as simple as it seems. It may involve the elimination of camp personnel who cannot be persuaded that recreation and re-creation are the primary purposes of camping; that achievement at the expense of good health defeats the purpose of the camp.

The boy who collapsed because of misguided loyalty to his team is an example of youth's determination to succeed. There is no more deadly insult to the adolescent than the sneer "So you can't take it!"

The boys who spent a sleepless night en route, followed by a full camp day, and a prolonged campfire, were victims of a careless program which was promptly remedied when the attention of the camp director was called to the situation. A different train was selected and the campfire stunts were postponed until the second night of camp.

This plea in behalf of the camper is not made with any intention of suggesting that campers be coddled. Aside from attention to the fundamentals of safety and disease prevention, I am all in favor of real camping in tents, plus wilderness trips, if available. Nor do I think they need box springs and soft mattresses. But they do need rest. They need time in which to relax and recuperate for the next activity project. They need enough sleep at night so that they will not require almost forty hours of unbroken sleep when they get home. They need a daytime program free from a sense of pressure.

Without in any way impairing the fine competitive spirit or the determination of young campers, they need to be taught that devotion to a team can be carried to unwarranted, if not ridiculous, extremes. Sportsmanship is fine, but need not be suicidal.

If I were permitted to give the camp directors, supervisors, counselors, and group leaders in the camping movement of America just one word of suggestion about the campers whom they serve, I would say, "Don't tire them out!"



Courtesy American Forests

Nature's Snow Flowers Blossom at Christmas Time

# ROOTING THE CAMP IN THE COMMUNITY

CAMP Hilltop was founded upon the idea that a summer camp for children should be rooted in its community. To the activities usually associated with camp we have added one that is rather new. We try to broaden the social horizons of city children by bringing them into organic relationship with rural communities.

The camp has had two years of existence: one year near Plainfield, New Jersey, and the other in the heart of the Catskills, near Phoenicia, New York, where it is permanently located. In New Jersey we made tentative beginnings at putting our theory into practice, but during the past summer at Phoenicia we definitely launched our program.

Underlying our conception of a camp is the philosophy of democracy. The staff at Hilltop is united in believing that we must consciously educate for democracy unless we are willing to see our basic institutions swept aside by the swastika. Whatever we undertake is guided by that doctrine and our results are evaluated in terms of the democratic ideal. We try to make the camp a democratic community, where children and counselors learn how to live together, and our explorations in the community about us are

By  
Norman Studer

merely extensions of an interest in democracy that begins at home in camp.

During our first summer in New Jersey we tried in many ways to make the children aware of the community about them. There was a flood and immediately we took all the campers to see the havoc, interviewing farmers to find the extent of the damage. Many trips were taken to nearby farms that summer. At one time a whole group of campers turned out to help a farmer pick his bean crop. At harvest time the camp witnessed wheat cutting. To bring the problems of the farmer closer home and give the children the experience of responsible jobs we began gardening, acquired a camp calf and raised chickens.

These were scattered and meager beginnings in knowing the people about us, but we had still another means of rooting ourselves in the community. That was through explorations into local history. Our interest in democracy naturally led us to the history of the Revolutionary War in the Watchung Mountain region. This was the section where Washington with a remnant of freezing and starving soldiers carried on guerilla warfare against the British, comfortably

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entrenched in New York and Philadelphia. Through automobile trips and hikes the seventy campers retraced some of the movements of Washington's men. They picnicked at Washington Rock State Park, where Washington is reputed to have observed the movements of the British army in the plains below. The most impressive visit of all was a day spent by all the campers at the beautiful new Morristown National Historical Park, containing replicas of huts lived in by the continentals in this second Valley Forge.

We also visited historical remnants of peacetime pursuits. One group hiked to a deserted brick kiln. Another visited an old mill where a ponderous wooden wheel still grinds grist. The entire camp went to see the remains of the Delaware and Raritan Canal. They walked down the towpath and inspected the rotting wooden locks, still in fairly good state of preservation. We found a former lock tender who was eager to talk about the old days.

The whole camp participated in these major trips and at the end of the season there was a burst of dramatization based on them. Some of the older children visited the Plainfield library and were able to base their plays upon their own research into source materials.

We found it very effective to focus the interest of all the campers, ranging in age from five to fifteen,

on various phases of community life or history. It involved transporting seventy children on trips to various spots, but we found it definitely worth-while.

Sometimes quick decisions had to be made and camp routines thrown to the winds, as when the children were taken in successive auto loads to see the flood at its crest. The trips went on late into the evening and early the following morning.

One effective means of focusing the camp's interest was an institution carried on from the very beginning, the Sunday meeting. Here the entire camp meets on the open lawn to sing songs, hear poetry reading and share experiences of the past week and plan for the future. This short and somewhat formalized meeting serves to cement the camp and crystallize the experiences of the trips.

Our experiences at Plainfield convinced us that we were headed in the right direction. We had succeeded to a surprising degree in making the children at home in the community, especially considering the fact that it was our first year of camp. The children took avidly to the trips and one of them voiced

the sentiments of many when he said that the outstanding thing about the camp was that you learned about history "in a pleasant way." We felt that our twofold approach had been the correct one: through the everyday life of the people and through the history of their community. When we moved to



Courtesy American Forests

Phoenicia we immediately began to carry out the same approach in our new home.

During our first summer in this Catskill mountain region we made a definite beginning along both lines. Our first close relationship with the community came through a study of the early tanneries in that section.

The tanneries are a forgotten industry in the Catskills. A few old foundations tangled with sumac and grapevines and covered by large trees are all that remain, generally hidden from the eye beside swift mountain streams. Once the industry employed thousands of men, till its ruthless methods had stripped the mountains of their virgin stand of hemlocks. It was a colorful industry with the tang of the frontier and bustle of boom days. On our hikes and automobile explorations we searched for remains of tanneries. Finally we found Samsonville, a ghost town today with extensive foundations of what was once the largest tannery in the Catskills. The children and counselors explored the place. We found an old inhabitant and, by an incredible stroke of luck, borrowed from him a torn lithograph dated 1857, showing Samsonville as a flourishing tannery village. Our art counselor made a copy of this picture and the children found it fascinating to reconstruct the village of the past out of the tumbled foundations that remain. From the lips of natives the children learned enough so that they could picture vividly in their minds the lively little tannery town. Some of the campers gave a play based on the old days.

But there is a Samsonville of today and it is very much alive, a farming community of about two-hundred people, scattered on a south slope of the Catskill mountains. We discovered that Samsonville too. The common interest that brought us closely together at first was the square dance. Through our dance counselor, Margot Mayo, the children had already acquired a love for the authentic old American folk dances. It was natural, therefore, to invite George Van Kleeck, the blacksmith and dance-caller of Samsonville, to play for our camp dances. Soon the people of Samsonville were finding their way to Hilltop and neighborly relations grew up between camp and community. One evening a group of campers returned the visit by attending a party given for them by a young people's club in Samsonville's one church.

Through this means Camp Hilltop and Samsonville became neighbors. The city children from a middle-class background met and made friends in a natural way with farmer's children in an isolated Catskill community. Next year we hope to continue these relationships and broaden them in ways that will benefit both Hilltop and Samsonville.

This experience in the bringing together of city and country opened up another phase of democratic

education. During the summer the milk strike broke out around us and that impressed upon the children the mutual dependence of city and country. The up-state farmers withheld their milk from large New York city dairies. Some of the children were delegated to interview dairy farmers to find out why the strike had taken place. The farmers of Samsonville explained their problems to the campers, too. It was a coming together of milk producers and city consumers, and those children will not soon forget what they learned about the milk problem.

Just as the children learned where their milk comes from, so they also learned at first hand about their city's water supply. The camp is a short distance from the Ashokan Reservoir, which supplies the major part of New York's water. It was inevitable that we took up the subject. A freak of weather brought forcibly to our attention the importance of water. Through an entire month of drought we watched the countryside turn brown and the scorched blades of corn curl up. We visited farms and observed the dry stream beds. The farmers told us in detail what was happening to their crops and cattle. In the papers we read about a forest fire that raged for a week forty miles away, and thereafter we put out our campfires with extreme caution.

The final big trip of the summer was a two-day excursion centering mainly around water. It included the scene of the forest fire near Ellenville, the High Point fire tower in the Shawangunk range and the Rondout reservoir, under construction at Lackawack. We climbed into the fire tower and talked to the ranger about the conflagration that had been checked at the very foot of the tower. We also talked to families of migratory berry pickers who had helped fight the fire. The fire lanes stretched before us down the mountain and we learned a great deal at first hand about fighting forest fires.

The second day of this trip was spent in the valley of the Rondout Creek, on the site of the future reservoir which will supply the growing needs of New York City. The children camped out in a field which in a few years will be at the bottom of a huge reservoir. They talked with people whose homes will be inundated and with many workmen on the construction job. Some forty children were taken on a series of two-day trips.

Our visits to Samsonville and Lackawack were the two high spots of the summer, but they were by no means the only explorations into the community. On all of our hikes and walking trips from camp we widened our acquaintanceship with our neighbors.

In our explorations we have tried to keep a sense of balance and proportion. Although our procedure

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# THE CHILD IN THE GROUP

By

Rudolf Dreikurs, M. D.

*Editor's Note.—This is the second in a series of three articles on "Organized Groups in Camps" by Dr. Dreikurs, noted Adlerian psychologist. Dr. Dreikurs is serving as a special consultant at Hull House, Chicago, and is a member of the staff of Michael Reese Hospital of that city. The first article appeared in the November issue. The concluding installment will appear in the January issue.*

**A**S soon as a child enters a camp he finds himself part of a group. Even if no systematic effort has been made to establish organized groups, the group-situation still exists, due to the children's eating and sleeping together, having the same leader and other common experiences. From the first moment the child enters camp his behavior is directed toward the group.

There are several distinct factors which affect the attitude of each child in the group. Very few groups are so well organized as to present one definite group-situation toward which the child can orientate himself. Most of the groups do not represent a homogeneous entity, but rather a common battlefield for the divergent forces incidentally bound together in one group. There are various smaller units based on previous friendships, similarities of character and interests, or other mutual attractions; and there is further a leader, sometimes even more than one, partly antagonistic, partly sympathetic toward various factions of the group.

Every child, and likewise every adult, brings to the group his personality—his individual approach, his personal goals, his ideas about himself and the world. Very soon each child finds his place in the group, which permits him to carry on the same pattern of behavior which he had established at home and which had proven successful with parents and siblings. We can only marvel at the capability of most children in a new environment to evoke the same behavior from new companions which parents and other members of the family had shown. A child who has developed a helpless and indecisive attitude due to an indulgent and overprotective mother will soon succeed in inducing the leader or other members of the group to treat him exactly as his mother had done. A child who had successfully subjugated a younger brother will intimidate and bull other children so that they submit themselves as his younger brother did. The particular approach used predetermines one child to be a natural leader, another a "born follower"; similarly one child soon establishes

himself as a common victim, another as the outsider having the whole group compactly against him.

It is amazing to observe how little time it takes for a new group of children and grown-ups, thrown together by incidental factors like age and the decision of the camp director, to establish a definite equilibrium of forces. Very soon each individual knows—it would be better to say *feels*, since only a few are conscious of their knowledge—who his friend is, who his adversary, whom he can trust, whom not. This relationship might change as time goes on; but at any given moment there exists a definite equilibrium, very unstable of course if there is no qualified leader who is capable of keeping any established and favorable relationship in balance.

As long as the child in the group and the group as a whole is left to itself, only slight change in the attitude of the single child is to be expected. Of course some improvement in the social behavior may occur because the natural group pressure is more social than the influence of the family situation, where overindulgence and overprotection, humiliation, exaggeration, competition or idolization distorts the human relationship. On the other hand the spirit of a "gang" can easily induce a protected child to anti-social and even criminal actions through new values which the group has revealed to him. As long as there is no leader deliberately to exert an adequate influence on the group, not much can be achieved in the direction of using the group for the needed development of the single child.

How can the group influence each single member? There are two ways—changing the position which the child previously had in the group, and changing the whole atmosphere of the group thereby influencing the conception of every individual about social values and social intercourse.

The position of a certain child in the group is not defined by the statement that he is a leader, follower, or outsider. This describes the form of his position, but not its content or kind. It might happen that different children in a group assume leadership during various episodes which include a change in common goals and spirit. In order to realize the position of any child in the group it is necessary to consider his social function as well as his personal intentions, although both are closely related.

Leadership is a quality which is generally fostered and encouraged—and with full justification. However, its value depends to a great extent upon the methods by which a child obtains leadership, and its direction. If it is secured at the expense of the well-being of other children or is aimed at friction and disturbance, the leadership of a child is no social asset but a social danger. Nevertheless it should be remembered: leaders are always courageous; and courage, being one of the most important character traits, should never be suppressed. Educators and adults in general who look only at the devastating effects of a certain leader often consider it advisable to "break" his power and subdue him. This procedure if it succeeds at all makes things only worse. An antagonistic child becomes only more anti-social and violent if he meets humiliation and deprivation. It is much easier to change the goal of a leader from the useless to the useful side of life than to subdue him or hamper his activity.

Similar problems exist regarding the personality of a "follower". The social value of being able to participate in group life without being conspicuous is undeniable. It is necessary for the development of social attitudes in children to increase their ability to integrate in a group, to listen to and follow others. However, this should not be confused with the inclination of some children to remain passive and wait for others to take the lead and tell them what to do. Each child must have the ability to lead and to follow, if the group is to function satisfactorily as a whole and for the benefit of all participants.

The "outsider" in a group definitely reveals a lack of social feeling, of the essential awareness of belonging. There is no satisfactory rational justification for such a behavior pattern even if the group is "bad"; for participation is not the same as agreement, and the outsider is characterized more by how he does than what.

A well-organized and properly managed camp should be able to bring every outsider into the group, making him participate and—what is even more important—making the group accept him. Such a group could, furthermore, enable every leader among the children to step back at the proper time and allow others to lead; it could transform anti-social intentions of leading personalities into ones more favorable to all. The typical followers should then be able to take part in leadership establishing thereby a real democracy.

Besides thus influencing the function of the child in the group structure, the group situation can also be of great help in changing quite personal goals and intentions of a child. As long as a child merely intends to cooperate, contribute and be useful there is

no need for change. But how few children, not to mention adults, are capable of restricting themselves to such behavior! We are all, without exception, more or less maladjusted for we like sometimes to create a disturbance. For the group to exert the most effective influence its leader should have at least some psychological insight into the personality of a disturbing child and should understand his behavior.

It would be too much to demand a thorough psychological and psychiatric training for every group leader. But every person wishing to lead children's groups should have some practical knowledge regarding children without relying too much on personal and intuitive impressions. These, even if correct, make the leader too easily a prey to prejudice; since his attitude toward children is based on personal emotions of sympathy or resentment. There is a psychological approach which enables one to deal with children in an objective way permitting a rather scientific method of determining the meaning of a child's behavior. We have called this technique "psychological interpretation" using it exclusively for the clarification of certain actions of a child and distinguishing it from any kind of "analysis" which is directed toward the background of any behavior, seeking its social, environmental and personal psychological foundation. In our interpretations we somewhat neglect the past and consider exclusively the child in a present situation. We assume that nobody would act without having some goal for his actions. Clarification of this goal is the only objective of our psychological procedure. We know that the present behavior and its goal are based on the whole past of the child and expresses his whole personality, his pattern of life. Determining these fundamental factors needs, however, more specific psychiatric training than is available to the average group leader. As long as there is no trained staff available in camps for making a more fundamental analysis, we must be content if staff members only recognize the goals which children pursue in their actions.

What goal can a child have when it misbehaves? We have found four possible goals whenever a child does not conform with our requests, which are generally requests for socially correct behavior. The disturbing child wants either to attract attention, to show his superiority to the authorities, to get even, or just retreat and escape. The escape is the most passive answer to a situation and is based on a deep feeling of inadequacy. Attracting attention is the most frequent goal of younger children due to their lack of

opportunity for gaining social recognition by contributing. The desire to prove superiority indicates defiance in face of pressure when the child expects humiliation and frustration. The revengeful child is generally the most hostile one for he is convinced that no one loves and appreciates him, considering himself hopelessly rejected while all others are in more advantageous positions.

It is not difficult to evaluate a child's behavior if these four possible goals are kept in mind. Sometimes these goals co-exist, but generally a given situation reveals a definite tendency on the part of a child who creates a problem situation. Understanding of what is going on is an indispensable condition for properly handling the child and helping him change his approach. Each child who does not find socially effective and useful approaches to the group is fundamentally discouraged and needs building up of self-confidence. His lack of social feeling expressed in his anti-social intentions can only be corrected by helping him develop more confidence in others.

This confidence in each other is an essential part of a properly organized group. The only chance for changing the distorted conception of social relationship which so many children bring to the group is the establishment of such a social set-up that each child realizes the benefits of mutual interest, of social order and cooperation. This cannot be accomplished without deliberate effort of trained and social-minded group leaders who can create an atmosphere of comfort, trust, and confidence uniting unintegrated individuals in one strong entity.

Such a group offers not only an enjoyable companionship without friction and disturbance during vacation time but also helps more than anything else to correct wrong attitudes and approaches of every participant. The group, itself, thereby becomes from a mere accidental crowd a powerful unit of mutual interest, understanding and assistance. Each one of the members, being equally important and fully recognized and accepted, intensifies his contribution to the other members of his group as well as to the whole camp, which becomes a new group of a higher order. This merging into a large community of high social interest creates for all participants a unique experience which cannot be forgotten so easily after return to a social environment of friction, distrust and competition. In face of a newly acquired courage and increased social feeling such environment has now lost some of its dangers.





# Farm=Home=Camp

By

Faith Boardman Drobish

Co-director

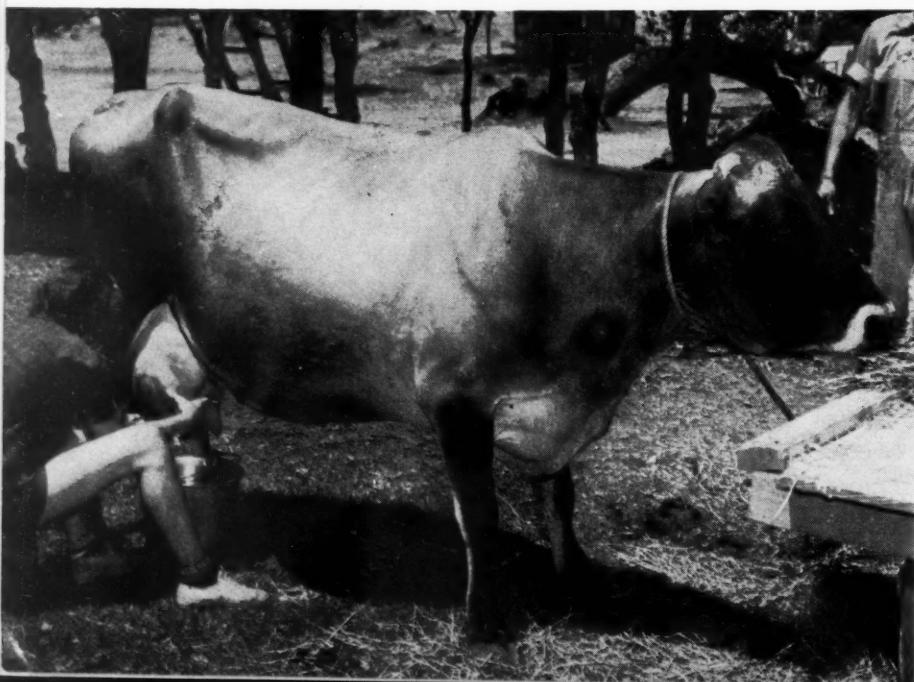
Far View Ranch Camp

Seven years earlier the same boy, then eleven, had cried for half an hour over the death of a little yellow kitten. How had this change in attitude come about?

If a camp's justification for existence is to be found in its "differentness", the camp on a farm can claim a place in the sun! The ranch camp, in reality an expanded farm home, provides a vacation experience as different as it is valuable.

A vacation at a ranch camp is an adventure in simple living as contrasted with simple vacationing. It is an introduction to a reality situation, a real, practical means of making a living, an established farm life. Into this the child is welcomed and in it he adjusts himself. He quickly senses his own place in the picture, realizing that while camp is run for him and his companions, they are not the fundamental reason for the whole set-up, that the farm would go on, does go on, month after month, developing, producing, whether there are summer campers or not. He knows that the ranch was not begun with the purpose of being a children's camp, that the ranch camp is not a camp for the sake of a camp but for the sake of sharing with him and all the campers the beauties and values of farm life and the joy of being a member of a big, farm family. He becomes a part of something bigger than himself, bigger, even, than the camp. Seeing life, real and earnest, going on about him, seeing it active and as a whole, he develops a saner, broader personality and becomes better able to adjust to life.

There is no substitute for the reality situation presented by the farm. Growing gardens and bearing orchards are an ever-present demonstration in the achievement of life. They acquaint a child with the beginning as well as the ending of many growing things. He who has discovered tender shoots of corn



pushing into the sunlight and has picked the mature ears, who has watched the petals of fruit blossoms flutter to earth and has seen tiny, hard fruits ripen into rich, luscious ones, has a keener appreciation of life and growth, a happier understanding of nature.

In witnessing birth on the farm, children exhibit remarkable poise. An objective interest supplants possible shock in realizing that life begets life. Birth is accepted naturally, as another phase of the reality of existence. A natural, sane attitude toward both birth and death is characteristic of children and grown-ups alike, who have a background of country life and farm experience. When death comes to be regarded as a normal happening, it loses its emotional terror. Would the eleven-year-old have wept so bitterly over the dead kitten if he had seen more of death before that loss came to him? Will the frequent experience of facing and adjusting to loss on the ranch enable him, in adult maturity, to accept loss with surer poise? Is he being conditioned to adjust to any and all loss? Is he learning to face reality?

#### HOME ATMOSPHERE

Of chief importance on the traditional American farm was the farm home and its big family. Ranch camps are the natural expansion of the farm home; the pioneers in ranch camping are striving to perpetuate typical American home and family values. Presiding as camp directors are the mother and father. In many cases children of their own insure the family atmosphere and assist in the camp program. Counselors are like older brothers and sisters to the campers; boys and girls take each other for granted as naturally and easily as brothers and sisters in the home. Living thus as a family in the environment of a home, democratic equality prevails: campers all share pleasures and privileges alike, and plan with the grown-ups for every farm and camp enterprise in which they take part.

The ranch camp, with all ages and both sexes comprising a big farm family, provides a modern substitute for the priceless training in adjustment that the old farm family life constituted. Six to sixteen is a wide age span but it is typical of any really large family, and is essentially valuable in helping boys and girls to adjust to life situations. Becoming acquainted with children older and

younger than himself is almost an adventure for the modern child. More often than not he has no child companionship at home; and in school, organization, and social life, he pals all year with his own age group. He needs the broadening experience of learning to know and understand children of other ages, to appreciate their point of view, to "take it" from them, to help, or be helped by, some camper younger or older than himself.





No less an authority in the field of camping than Dr. Ernest Osborne has said, ". . . I believe that far greater growth for children can come from such family-centered camps . . . . The law of diminishing returns starts working very quickly when the camp becomes too different from the informal groups that used to gather on the grandparents' home place in the summer."

#### HELPFUL AND INTERESTING WORK

Perhaps the most frequent single request of parents sending their children to the ranch camp is, "Give my child some definite responsibility and see that he does it." Following this comes the almost universal complaint of the city parent that there aren't any jobs available at home for their child, no chance to develop good work habits, nothing for him to do! Farm and farm-home chores are honest chores, duties that have to be done. When a child helps with or assumes a responsibility for them, he is getting a fine training in community feeling. He is proud of his job when it is done, proud to tell his folks about it when they come to visit. He is interested in the animals he has fed and cared for, the lawns, flowers, and gardens he has irrigated. Gathering eggs, berries, fruit and vegetables, setting, serving, and clearing the dining table, wiping dishes, sharing in cabin cleanup—all have claimed some of his time and effort, given him a basis for appreciating the work that is done daily in his behalf, and taught him to be cooperative.

A ranch is a place of industry and provides work of many kinds. It is good for children to observe work being done. The ranch camper learns to appreciate the *need* for work because he becomes familiar with the sources of his necessities: food, fuel, shelter,

even clothing, and with the processes through which they must go before they are ready to use. He sees vegetables growing and being harvested, food being prepared, trees cut down and chopped for firewood, sheep sheared, even shelters built. He sees the ranch worker depend on himself to do his own plumbing, his own carpentry, his own mechanical repairing. He sees resourcefulness and ingenuity accomplishing wonders that he never analyzed, as to the means of achieving, and a new respect for labor develops in him. In working with growing things, even a child senses the interdependence of God and man, the

partnership of the creator and the farmer. After a half hour of hoeing, weeding, irrigating, he can better appreciate the reply of the gardener who made a beauty spot out of a corner lot, long grown to weeds. Said a passer-by: "Isn't it wonderful how God sends the rain and the sunshine and those beautiful flowers grow!" And the worker responded, "Yes; do you remember how pretty this corner was before I began helping God?"

All this, may hap, appeals to the grown-ups that send children to the ranch camp. Children, themselves, are blissfully unaware of what is being done to them.

#### WHAT RANCH CAMPERS DO

Campers ride—as many hours as they may have the horses. They wind through stream-lined canyons, climb to points that command far views of the broad valley, gallop over the cattle range, meander along woodsy trails. They ride to the gold dredger in the flat land and the Placer mining operations along tumbling streams, to the old Indian grinding rocks, the one-family sawmill, the night's camping spot, the flumes that carry irrigation water, the swimming pool at "Tennessee".

Campers swim—every day of the summer, preferring the natural pool of clear, running water, sandy-bottomed, sun-warmed—the pool that cannot be duplicated with concrete and sand, the finest "ol' swimmin' 'ole" that any city fellers ever "walled" in!

Campers hunt—going by twos and threes with "Uncle Harry" in the early morning or as evening shadows lengthen, to bring home their first rabbit! They angle along the ranch stream where pike and perch are every bit as good catch as any mountain

trout! Occasionally they help to fell a "bee tree." Often they "get colors" when they pan for gold!

They collect specimens for aquarium and nature table under the Craft Canopy, bring grasses, flowers, and leaves from field, wood, and garden to fill the pages of their camp scrap books. They kodak as they go and thus make happy memories, permanent records. They work at the tool bench in the shop, tinker with old farm machines 'til the engine's spurt amply rewards all their efforts. They gather wild berries and make jelly, themselves; pick orchard fruits and can them as home-craft. They play volley, tether, and baseball, lawn croquet and badminton; make use of teeter-totters, swings, horseshoes, and "bowling green". They ride in the two-wheeled cart and the old Studebaker surrey, sometimes pulling and propelling themselves, sometimes proudly driving a submissive steed, and always evidencing keen delight in the sport of buggy-riding!

They plan lawn parties and campfire programs, picnics, weenie roasts, corn and watermelon feeds. They assist in preparing and carrying out the three typical ranch-camp features of the summer: water carnival, junior rodeo, and country fair. They spend happy hours with music and stories. Each season brings its musical specialties to camp: accordion, ukelele, violin, harmonica and ocarina. Gathered about the piano in the farm house, groups love to sing, lustily. Sprawled on the green lawns in the oak trees' shade, relaxed campers read—stories of horses and dogs, of pioneers and Indians, of cattle country. The camp library has scores of books that take their fancy.

#### VALUES OF RURAL LIFE

"To rescue for human society the native values of rural life"—inscribed as a frieze on the western front of Hilgard Hall and facing the business streets of Berkeley, this challenge confronts every student of the College of Agriculture on the University of California campus. It remains the inspiration of those graduates on the land who have elected to be pioneers in the comparatively new field of ranch camping. To search out those native values, to emphasize and perpetuate them, to make them available for city boys and girls of this day and age—this is the task of ranch-camp directors. They realize that they



are pioneering, plowing virgin soil, discovering through experience what is valuable in and appropriate to the ranch camp. They covet for every child a summer on a farm, an experience of childhood in the country as poets have immortalized it, the satisfying thrills of "watermelon time", the freedom of "turned-up pantaloons", the inspiration that early morn "when the swaying blades of corn whisper soft" and night when "the fields grow white beneath the moon" hold for every child attuned to nature. They cherish those things, and the ways of doing them, that are indigenous to the farm and the farm home. Swimming, riding, hunting, playing, working—all are done much as the happy children in "informal groups that used to gather on the grandparents' home place in the summer" did them.

Dear to the heart as are the "old oaken bucket" days, the ranch camp has improved on them. Mental and physical health and safety are guarded with due care. Trustworthy farm-hands and counselors companion the children in all their farm and camp activities, planning and working with them for each group interest, each individual need. Courses in horsemanship and swimming teach boys and girls how to safeguard themselves while experienced horsemen and certified life-savers give skilled protection.

To summarize: the farm-home-camp is American; it is democratic; it is progressive. It presents a reality situation; and it constitutes an ideal place in which to learn how to live with one's fellows, sympathetically, with one's self, happily, with nature, joyously—in short, how to apply practically, to every-day life, the art of living.

# PUTTING THE SHOE ON THE OTHER FOOT

By

Catherine T. Hammett

Girl Scouts, Inc.

**A**T a recent training course for camp directors and camp counselors held at Camp Edith Macy, the National Training School for the Girl Scout organization, small groups discussed their desires in relation to those with whom they worked as directors, counselors, or as assistants to counselors. Reports from each of the groups, based on the topic "What We Want or Hope for From Some other Group" provide interesting food for thought. The directors listed the general things they desired in their staff members; senior counselors had a thought or two on their relationships with their camp directors; and those lowly members of the staff, assistants, had much to remark on the things they hoped for in the counselors with whom they work.

Directors all too often have a chance to tell counselors what is expected of them! When the shoe is on the other foot, it is surprising what there is to be said! Perhaps these lists will stimulate some introspective thinking on all sides!

## WHAT THE SENIOR COUNSELOR WANTS FROM HER CAMP DIRECTOR

We want:

1. A clear understanding of the counselor's job.
2. To know what records are to be kept and how to keep them.
3. Pre-camp training and training on the job.
4. The director to have a clear idea of the aims and objectives of camp but we want to be allowed to help formulate the plans for carrying them out.
5. The director to provide channels for self-expression on the part of the staff.
6. The director to demonstrate her cooperation by being available for conferences.
7. The camp director's critical judgment and general moral support.
8. The director to be willing to a reasonable degree to do the things she expects the counselors to do.
9. The camp director to be one of us and not a person set apart.

10. The camp director to be impartial.
11. We expect the director to set an example.

## WHAT AN ASSISTANT EXPECTS OF A SENIOR COUNSELLOR

(*The Senior Counselor is known as a Unit Head in Girl Scout Camps*)

We ask for:

1. Time during pre-camp training to get acquainted, make adjustments, and discuss duties.
2. A division of responsibilities so that each does what she is best fitted for, but supplements the other, so that the assistant as well as the head may try things other than their specialties—to help the development of both.
3. A plan so that the assistant doesn't do *all* the dirty work but is allowed to work with girls on her own and is allowed freedom in her ideas and work, to be given a job and then left alone.
4. A spirit of cooperation in which activities may be correlated with a common aim or point.
5. Definite but flexible ideas rather than too much planning; broad-mindedness and a welcome to suggestions.
6. Staff meetings where one can take her problems—informal get-togethers rather than formal meetings, with time for advice and constructive criticisms.
7. Time for rest and recreation—or re-creation, so that all will be mentally refreshed and able to work harmoniously, and keep in the best possible physical condition.
8. Consideration of the weather as an important factor in our reactions. (One director tacked on her door on warm days a sign saying "No matter what happens today—remember its the humidity.")

And then we expect our unit head to have had adequate training and more experience than we have,



*Courtesy American Forests*

with certain qualities of character and personality which make her outstanding. Some of these qualities we consider necessary are:

1. Poise—she should have the ability to meet situations objectively.
2. Maturity—a balanced personality, and as someone expressed it, no fear of losing her maturity.
3. Good judgment—obtained from experience.
4. Courtesy, tact and kindness—this includes refraining from criticizing her assistants or campers before others. When it is really unavoidable, in order to prevent a serious mistake she may tactfully suggest "Why don't you try this way?"
5. Informality and friendliness—it is not necessary for the head to set up a barrier between

herself and her assistants. The feeling of respect toward her should arise naturally from the responsibilities of her position and from her greater experience and character.

6. A unit head should not be overbearing. As we said before, she should allow freedom for originality, with motivation, not domination, as her theme.
7. Serenity and a spirit of live and let live—Fussiness over unnecessary details is a sure road to unpopularity.

And then there are four more items which seem to us of great importance in all counselors.

1. A sense of humor—for only matters of life and death are really vital, and most calamities turn out to be an education for someone and

*(Continued on page 24)*

# Legislation== Reality, Bugaboo, and Ballyhoo

By  
Ross L. Allen

THE American Camping Association is intensely interested in furthering desirable camp legislation in the various States, and in the nation as a whole. It is equally desirous of using every ounce of its resources to block laws and interpretations of acts which may prove detrimental to the camps of America.

National legislation on minimum wages and hours and its interpretation in the State of New York, and a new bill introduced in the House of Representatives of the United States Congress have aroused the interest and action of camp directors throughout our country. The Association has been taking a very active interest in both these situations since their inception. It is apparent now that we have sufficient information and knowledge of this legislation and the possible ways in which it may affect camping to present the problems to the readers of *The Camping Magazine*.

It has been our policy not to distort any problem that confronts camping—we do not propose to use the action we have already taken for membership promotion. The Association recognizes its responsibility in the realm of legislation and attempts to take proper and adequate action without ballyhoo, or without attempting to arouse unduly the anxiety of camp directors who must face squarely numerous difficult problems practically every day of the year.

Let us look into the situation in New York State first.

#### *The Minimum Wages and Hours Law in New York*

Early in the fall of this year it was called to the attention of the American Camping Association by the Association of Private Camp Directors (an organization of private directors, particularly centered in New York City, all of whom are members of the A.C.A.) that the interpretation of the minimum wages and hours law in New York would prove detrimental to the best interests of camping.

The description of the procedure which was to be used in putting the law into effect was presented in a "Report of The Hotel Minimum Wage Board To The Industrial Commissioner, New York State" (dated, July 12, 1940). The Industrial Commissioner, Department of Labor, State of New York, apparently has the responsibility for putting this particular legislation into effect. The report itself was characterized by the following:

- (1) It placed the private camp in the same classification as resort hotels;
- (2) The word "counselor" was not well defined and certainly not distinguished from service help.
- (3) The regulations apply to all women and minors. A counselor at camp in 1941 would have to receive \$6.00 per 6 day week and one dollar and fifty cents more if he works on the seventh day (this in addition to his board, room and the furnishing, laundering and maintenance of a uniform, if required). This also pertains to service help. It is the interpretation of the Hotel Minimum Wage Board, however, that the above applies to "senior counselors"; aides to camp counselors would be exempt. It is obvious that the great majority of camps would comply with the "wages" regulations in the bill.

The most detrimental phase of this legislation is the classification of camps in the same category as resort hotels. Basic to the interpretation of the bill is a clear-cut definition of "counselor". There are apparently pressure groups at work insisting that the private camp is in direct competition with resort hotels and that both should be classified in the same category. Our efforts have been in the direction of emphasizing with concrete evidence that the camp is an educational agency. We must secure this classification, and it is the responsibility of every camp in America to conduct its camp in such a manner that it deserves an educational classification. Let us face the fact squarely that some camps, as some schools, do not deserve to be called educational institutions. Fortunately, few—very few—are in this category, but they are the ones often selected as examples of camping in America by antagonistic groups.

It is apparent, too, that the Department of Labor of the State of New York has definite examples of exploitation of counselors who were either not paid as promised or who were required to work for no wages at all and given no compensation of any kind. These examples again are representative of a minority group, but that group does irreparable harm to good camping in America.

The approach to this problem as confronted by the New York group included:

- (1) Definite evidence that camps were educational agencies;
- (2) A series of conferences with the Industrial Commissioner of the State of New York and the Acting Director of the Division of Women in Industry;

(3) A committee of New York Section members and the Acting Director of the Division of Women in Industry were appointed to clarify the terms "counselor" and "senior counselor".

The efforts of A.C.A. members have been rewarded, although the problem is not entirely settled. At a hearing on October 30, 1940 the Labor Board made the following interpretation, "if a camp can prove that it has board and lodging *incidental to instruction*, it is excluded from the hotel classification."

Two recommendations have come from the New York situation:

- (1) That the American Camping Association take steps to secure a legal classification of camps as educational institutions in every state and in Canada. This is extremely important and will receive much consideration. Obviously, it is a proposal that will require several years of effort, and which involves many difficulties and obstacles.
- (2) That the American Camping Association keep abreast of all pending legislation in the states and in Canada. We have been trying to do this, but again there seem to be many difficulties:
  - (a) But few states have legislative digests that are published prior to the enactment of legislation. In some cases, the legislative digest services when furnished, are prohibitive in price.
  - (b) Very little legislation is directed solely to camps. As a result practically *all* pending legislation would have to be examined by a well-qualified person.
  - (c) The cost involved in complying adequately with this recommendation is prohibitive at the present time.

In relation to the above recommendation, Mr. Stewart G. Wilson of the *Council of State Governments* writes, "We recognize the problem you have of keeping track of legislative developments. It is one of our most serious problems here as well. . . . We do hope that adequate reporting will become a reality in the states before many years."

We urge each member to inform us immediately of any legislation pending which comes to his attention. We shall make every possible effort to keep informed.

H. R. 10606

You have undoubtedly heard something about the bill, H. R. 10606, which has been introduced into the House of Representatives of the U. S. Congress. It provides for a generous subsidy for school camps in the states and territories of the United States. The bill was introduced through the efforts of the American Association for Health, Physical Education and Recreation. The American Camping Association is taking definite action on this bill—to determine the attitude of all sections toward it. We have had several discussions as to how to proceed to inform the Board of Directors of the Association of the contents of H. R. 10606 and how to get an adequate, repre-

(Continued on page 20)



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# Editorial

## H. R. 10606---The National Preparedness Act for School Camps

Of vital interest to camp directors and camp leaders everywhere is H.R. 10606, the bill sponsored by the American Association of Health, Physical Education and Recreation, and introduced in the House of Representatives on October 3rd by Congressman Pius L. Schwert, Buffalo, New York. This act is cited as the "National Preparedness Act of 1940 for Health Education, Physical Education and Recreation in Schools and School Camps". It has been referred to the Committee on Education and is now being considered by that body.

This Bill proposes to make available \$100,000,000 in 1941—\$50,000,000 of which would be used for the further development of school programs of health, physical education and recreation, and \$50,000,000 of which would be used for the establishment and administration of school camps. This appropriation would be increased by \$20,000,000 annually for five years, until in 1946 and each year thereafter, \$200,000,000 would be available—\$100,000,000 for the school program of physical education and \$100,000,000 for school camps. These funds would be used to make payments to the various States for the purposes indicated. After three years each State would be called upon to match these funds as follows: in 1944 by 10% of the funds allotted to it, in 1945 by 20%, and each year thereafter by 25%.

There are, therefore, two parts to the Bill: Part I, dealing with health education, physical education and recreation in schools, and Part II, with school camps. Significant as the first part of the Bill may be, it is the second part dealing with the development of school camps that is of particular concern to the camping profession.

### PRINCIPAL FEATURES OF THE BILL

A full understanding of the various provisions of the camp section of the Bill would result only from a careful reading of the Bill itself, a copy of which can be obtained by writing your Congressman. Let us, however, examine the major features:

The money appropriated is to be administered by the United States Commissioner of Education, under whom there is to be an Assistant United States Commissioner of Health Education, Physical Education and Recreation. The amounts of money specified are to be made available for disbursement by the States

to local school jurisdictions or other State educational agencies.

Provision is made for the purchase or rental of campsites where state-owned lands are not available, and for the construction of camp facilities. Further provisions are made for leadership training, for salaries and necessary expenses of employees, for equipment and supplies, and for other current operating and maintenance expenses of the camps.

These school camps would serve both boys and girls of school age, from 9 to 20 and out-of-school youth up to 20 years of age. Separate camps would be provided for each sex and adequate facilities for the various age levels.

The Bill stipulates that the money may be used for any or all of the following "services and activities, but without limitations":

"(1) Health examinations and medical rechecks, to be integrated with the school health service.

"(2) Instruction in health, physical education, and safety, including personal hygiene, mental hygiene, development of habits and skills in caring for one's self in the open; nutrition, safety, and first aid, swimming, hikes for endurance, body-building activities, games, sports, dance, arts, and crafts; music and drama; and other appropriate activities.

"(3) Instruction and leadership in camp construction, soil conservation, road and trail building, forest preservation, map reading, elementary aviation, and other appropriate educational activities."

### ACTION OF THE A.C.A.

Immediately following the announcement of this proposed legislation, the Executive Committee of the American Camping Association authorized its president to appoint a committee to study the bill and make recommendations. The committee was appointed forthwith, and while it will be some time before its complete report will be formulated and available, a preliminary report was made to the Executive Committee at a special meeting held on November 30, 1940. The following paragraphs reflect in part at least, the opinions expressed in the committee report, which may or may not be embodied in its final report to be formulated only after mature study.

### FIRST IMPRESSIONS

The American Camping Association believes strongly that organized camping has a valuable and unique contribution to make to the full and rounded education of American youth. It believes that in-

herent in organized camping is a basically sound conception of education, some areas of which can better be achieved in camps than in other existing educational agencies. It believes that organized camps have definite and peculiarly favorable opportunities for education, through guidance in health, personality growth, emotional maturation, social adjustment, appreciation of higher values, the learning of skills and essential knowledge, the learning of basic techniques of out-of-door living, and the application of intelligence to solving the elemental problems of life in frontier situations. It believes, therefore, that as a means to education, organized camping should not, and cannot, be ignored.

It believes, moreover, that the educational opportunities of organized camping should be made available to an ever-increasing number of American youth. It is distressed by the fact that less than 5% of American youth enjoy these privileges at present, and it contemplates the day in the not-far-distant future when the advantages of this training will become part of the equipment for life of all youth.

It believes it is the function of our government to provide educational opportunities of the broadest type to all youth. And therefore, it believes in public school participation in camping toward broader and more realistic education.

It believes that experience in organized camps is of definite value to the national preparedness and defense, consisting as it does of the actual living the life of the good citizen, and the mastery of the skills of self-care in the open.

Believing these things, the American Camping Association is naturally and unavoidably in fullest sympathy with the fine purpose exemplified in this Bill, and is gratified that its objective of camping for all has found expression in the Halls of Congress.

Here is what appears to be a big, forward looking effort for camping, for education, for youth, for America. It is positive, affirmative. It is realistic—calling for action.

That its broad aspects will have the support of the American Camping Association can be taken for granted—as a matter of course.

#### QUESTIONABLE FEATURES

A careful reading of the Bill, however, will doubtless bring to light certain details that will cause some concern in the minds of experienced camp directors. And such careful reading of it is obligatory upon all who are engaged in camping, toward the end of making available the experience and seasoned judgment of the camping profession in perfecting the Bill.

In reading the Bill attention is directed to the following features that may be open to some question, or may call for greater clarity of statement:

(1) The implication of the Bill throughout is that

both the school program of health, physical education and recreation, and the school camps will be administered and operated entirely by the States rather than by the Federal Government. This is wise, and indeed is the only basis that probably would be acceptable to the American public. However, in the preamble to the Bill is this statement: "The provision of this Act shall therefore be so constructed as to maintain local and State initiative and responsibility in the conduct of education and to reserve explicitly to the States and their local subdivisions the administration of school programs in health education, physical education and recreation . . ." (Page 2, lines 4 to 9) The word *camps* is not mentioned. Doubtless this is an oversight, but nevertheless it is unfortunate—it leaves a loophole which conceivably might permit the Bill to be interpreted as giving to the Federal Government the right to operate school camps for children 9 to 20 years of age. It would seem that this statement requires revision.

(2) The "services and activities" of the proposed camps, listed on page 6 of the Bill and quoted above in this editorial, are read by experienced and informed camp directors with something far short of satisfaction. As a definition of the objectives and program content of organized camps, the statement leaves much indeed to be desired. In no respect does this statement do for camping what the corresponding statement of services and activities in Part 1 does for the school program of health, physical education and recreation. Clearly, the drafters of the Bill had the benefit of better and more expert advice in respect to the school program of physical education and health, than they had in respect to camping. To permit this statement to stand as worded might result in a disservice to modern camping. Revision is definitely needed here, before the Bill can be given the unreserved support of the experienced and informed camping public.

(3) The rapidity with which these camps would be constructed and put in operation, under the provisions of this Bill, causes concern on the part of some—concern as to whether adequate standards of camping can be met, and particularly as to whether competent camp-trained leadership can be found to administer them acceptably. Many feel that it is unsound social planning to boom a project, attempting to accomplish in five years what normally would take much longer. This goal should be not merely camps for all, but soundly conceived camps based on modern practice, meeting all minimum standards as accepted today. It is doubtful whether this Bill can be regarded as emergency legislation for the immediate war crisis, and this being the case, many raise the question if it would not be wiser to move more slowly and build more firmly, toward the end of first-class

camps for all. Others feel that there is potential leadership aplenty in America that can be trained, and that even though these school camps might not be the best, the cooperative efforts of all experienced camp directors can insure adequate basic standards for them. This leads to the question "Is there any assurance that the federal administration of this program will avail itself of the best camping leadership and advice?"

#### IMMEDIATE ACTION NEEDED

Specific and immediate action is called for on the part of every camp director and camp leader. The responsibility for action cannot be dodged: here is important proposed legislation dealing specifically with camping. That very fact makes it obligatory that experienced camp leaders make available their opinions and their thinking.

Three things are asked of all camp leaders:

(1) Secure a copy of the Bill, read it carefully, and crystallize your opinions as to its details.

(2) Write the American Camping Association office stating your conclusions, so that the A.C.A. may represent you.

(3) Write your congressman, stating your stand.

#### Legislation

(Continued from page 17)

sentative opinion of the entire Association toward this bill. At the present time the bill is in Committee and will not be acted upon until after the first of the year. We are cognizant of the importance of this bill and you can be assured that effective action will be taken by the Association. In the meantime we suggest (1) that you obtain a copy of H. R. 10606 from Mr. P. L. Schwert, Member of the House of Representatives, Washington, D. C. or your own Congressman; (2) that you read the entire bill very carefully; (3) that you give your reactions to one of the members of the Board of Directors representing your Section; (4) that you read the editorial covering it on page 18 of this issue.

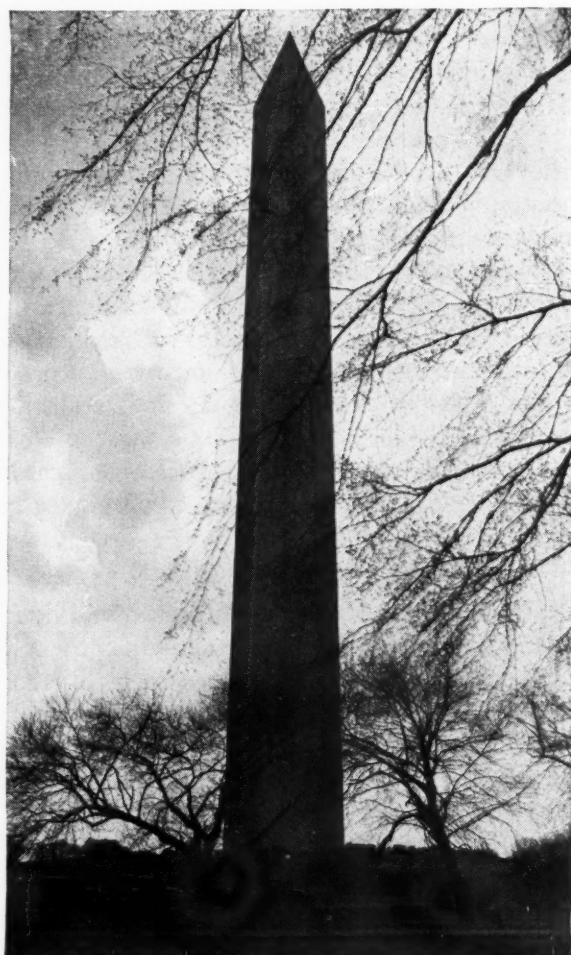
## 1941 Convention Announcements

M R. JULIAN SALOMON, Program Chairman for the 1941 Convention has announced a tentative program for our eighteenth annual meeting. At four general sessions the following areas will be discussed: "New Developments In Camping"; "Fundamentals of The American Way of Life" and "Their Relation to Camping"; "Health, Safety and Sanitation In Camp"; and "Leadership

and Leadership Training". Among the eminent persons who have already accepted invitations to serve on these general session programs are Dr. Katherine Lenroot, Chief, Children's Bureau, U. S. Dept. of Labor; Mr. Kenneth Holland of the American Youth Commission; Mr. Joshua Lieberman, author of *Creative Camping*; Dr. F. H. Ewerhardt of Washington University, St. Louis, Missouri; Miss Marjorie Camp, Director of the Joy Camps; and Dr. William S. Sadler, noted psychiatrist.

Discussion groups will cover the following topics: "The Business of Camping"; "Planning The Camp Program"; "The Camp and The Community"; "Camp Activities" and "Administration". More than a score of sub-groups discussing specific phases of the foregoing topics will emphasize the convention theme, "Getting Down To Fundamentals". Leaders of discussion groups who have already accepted invitations to serve include Roland H. Cobb, A. Cooper Ballentine, Ernest G. Osborne, S. Maude Phillips, Herbert J. Stack, Sidney S. Negus, Hugo W. Wolter, Pauline Kinsinger, Barbara Ellen Joy and Chester Marsh.

You just can't afford to miss this excellent convention. You have asked for practical helps in operating your camp—come and get them in Washington!



THE CAMPING MAGAZINE

# Seen and Heard

## Dr. Mason's Woodcraft Book Wins Academy Award

Dr. Bernard S. Mason has been given the award of the American Academy of Physical Education for his book *Woodcraft*. Of the books published in 1939, *Woodcraft* was selected because of its thorough investigation of the subject, its scholarly presentation, and its excellence as an example of workmanlike book production. The book consists of 580 pages and 1,000 illustrations. It is published by A. S. Barnes & Company.

## Hendry In New Position

Charles E. Hendry has been appointed Director of the Research and Statistical Service of the Boy Scouts of America. Dr. James E. West, Chief Scout Executive, and the Boy Scouts are to be commended on this excellent selection. Mr. Hendry was formerly director of program and personnel training for the Boys' Clubs of America.

## Pacific Conference

The Annual Conference of The Pacific Camping Association will be held February 27-March 2, 1941 at Asilomar, California.

## Youth Reference Service

Legislation has been introduced by Congressman Jerry Voorhis of California for the creation of a Youth Reference Service in the Library of Congress. The Service would act as a clearing house of information on youth needs, problems, studies, significant experiments, and programs; it would prepare special youth bibliographies; it would keep youth leaders informed on current contributions in the youth field; and it would give counsel to persons preparing theses, conducting research or writing books or articles on youth topics. Bill H. R. 9763 to establish this service is now pending before the House Library Committee. An identical bill, S. 3987, is pending before the Senate Library Committee. We urge your support of this service by writing to Congressman Kent E. Keller of Illinois and Senator A. W. Barkley of Kentucky, chairmen respectively of

the Library Committees of the House of Representatives and the U. S. Senate.

## Low Cost Recipes

*Low Cost Recipes for Quantity Food Preparation*, an excellent little book, may be obtained gratis by writing to the Home Economics Dept., Irradiated Evaporated Milk Institute, 307 N. Michigan Ave., Chicago, Ill.

## HAND FIRE EXTINGUISHERS

### Their Selection, Installation, Maintenance and Use

A slight accident or a moment's carelessness may start a small fire at any time where there are materials that will burn.

A small fire can easily be put out if the proper means are at hand, but if it is allowed to spread, it may destroy life and a great deal of valuable property. Therefore, every building where a serious fire can happen should be protected with some means of extinguishing small fires quickly.

Hand fire extinguishers are designed especially for this purpose. With an extinguisher of the right kind, a fire can be fought effectively from a safe distance, but if a less suitable weapon is used, it may not only fail to put out the fire but may bring the user dangerously close to the flames. Many lives and immense property values are saved every year by the prompt use of hand extinguishers.

**Reliability**—Hand fire extinguishers bearing labels reading "Underwriters' Laboratories Inspected" and the letters "F.M." in a diamond-shaped design have been tested by recognized fire-protection authorities and conform to accepted standards, including those of the U. S. Government. Extinguishers so marked are known to be reliable.

**Types of Hand Fire Extinguishers**—There are several different types of hand fire extinguishers, each of which is suitable for certain special purposes. To make sure of the right protection, it is well to consult a representative of a reliable fire extinguisher manufacturer.

**Location**—Fire extinguishers should be conspicuously located in places where they can be easily reached, and, also, always near exits so that the user can get out safely, if necessary.

Extinguishers can be hung on hangars, supported by brackets, or set on shelves, but the top of the extinguisher should never be more than five feet from the floor. The space around them should always be kept clear of boxes, barrels, or anything which might make the extinguishers difficult to reach when needed.

**Operation**—All approved hand fire extinguishers are easy to operate and carry labels with directions for operating. It is well, however, for everyone to know, in advance, how to handle and operate extinguishers so that no time will be lost when prompt action is needed.

In fighting fires in ordinary combustible materials with a fire extinguisher, always direct the stream at the base of the flames so that the burning materials will be cooled and quenched.

In fighting fires in flammable liquids, be sure that you use the right type of extinguisher, since, if water is thrown on the flames, it will merely scatter them and make matters worse. If the burning liquid is in an open pan, pail, or tank, play the stream from the extinguisher on to the inside wall of the container just above the burning surface. If the burning liquid has been spilled on the floor or ground, play the stream on the edge of the liquid nearest you and slowly move forward, moving the stream from side to side, until the entire area has been covered.

Two or more people with two or more fire extinguishers and plenty of refill materials may be able to keep a large fire in check, or protect a nearby building from catching fire until help arrives.

**Maintenance** — Fire extinguishers must be ready for instant use at all times. This means that they must be inspected often and properly maintained.

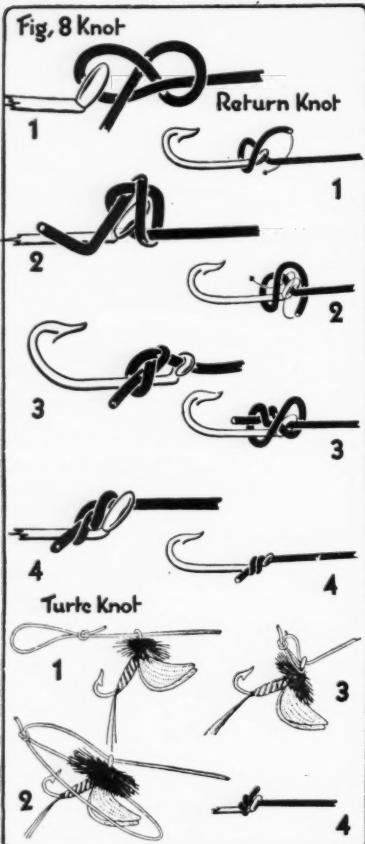
It is important to remember that certain types of fire extinguishers must be discharged and re-charged once a year, while others need only to be checked to make sure that they are in good working order. In every case, maintenance and re-charging instructions are carried on each extinguisher. These instructions should be carefully followed.

All extinguishers should be inspected at least twice a year to make sure that they have not been tampered with or discharged and replaced without recharging, that the nozzle opening is not clogged, and that no parts have been damaged.

In re-charging extinguishers or replacing damaged parts, always use materials supplied by the manufacturer of the extinguisher, since, otherwise, the extinguisher may not operate properly when needed.

Every extinguisher should have a tag attached to it, on which should be written the date, whenever it is inspected or recharged.

Frozen extinguishers are likely to be badly damaged and must not be discharged in the regular way or repaired locally. Remove the contents by taking off the cap and send the extinguisher to the manufacturer for inspection and repair, if this is possible.



## Knots for the Fisherman

A thorough knot-testing program conducted by the Research Laboratories of the E. I. DuPont deNemours & Company Inc., brought to light the facts that the three strongest knots known for tying leaders to fish hooks and flies, are the *turtle*, the *return* and the *figure-of-eight*, illustrated in the accompanying illustration. Many of the time-honored knots of fishermen, particularly the *jamknot*, were found to be inadequate. The use of these three recommended knots is particularly important when the new type of leader, known as *nylon* is used.

To tie the *turtle*, a simple slipknot is made as shown in Figure 1, and then, the large loop of the slipknot is passed over the hook or fly, and the whole pulled tightly, as in Figures 2, 3, and 4.

The *figure-of-eight* is tied as in Figure 1, the eye of the hook then passed through the second loop, as in Figure 2, and the knot jammed very tightly as in Figures 3 and 4.

The method of tying the *return* knot can be clearly followed from the drawing.

E. I. Du Pont de Nemours & Co., Arlington, N. J.

**NEW CROP ORANGES AND GRAPEFRUIT.** Ideal for Christmas Gift. Fine for Sociables. Ship to you or friend.—47 pound box \$2.88. Express prepaid. C.O.D. Include remittance for your friend's box.

NICHOLS AND COMPANY  
Kingston, Georgia

## New Steel Furniture Catalog

A new 38-page catalog, "Simmons Steel Furniture and Sleep Equipment," is now being distributed by Simmons Company of Chicago. The most complete book of its type ever offered, it is illustrated in color and presents many new ideas in room arrangements and furnishings. The beautiful photographs are evidence of the charm, comfort and livability of rooms in which steel furniture is used. The colorful rooms emphasize the ability of color to obtain a quiet, soothing atmosphere or a cheerful, lively one by the use of fitting colors in furniture and decoration. The comprehensive Simmons line is illustrated throughout the book—beds, tables, chairs, dressers, vanities, etc.—complete with description and specifications. Special attention is devoted to Simmons Sleep Equipment, including the famous Beautyrest. The exclusive features of the Beautyrest are explained in words and pictures.

Write the Simmons Company, Hotel Division, Merchandise Mart, Chicago.



## Camp in the Community

(Continued from page 6)

from time to time has been to focus the attention of the entire camp on some phase of the Catskill region, we have not allowed this to overshadow the life of our own little community. We have studiously avoided overstuffed the children with history or involving them in material beyond their level of comprehension. We have stressed athletics, arts, crafts—all the

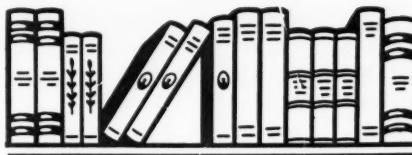
activities of a rounded progressive camp. While some of the finest art work has been inspired by the trips we have not made a fetish of "correlation."

The children have derived a great deal of pleasure out of the research into the past of our Catskill region. Twenty children participated in the discovery of the lithograph at Samsonville. For several days another group was engrossed in the search for the site of a Revolutionary War fort near Mt. Tremper. At Lackawack one of the most memorable acquaintances we made was with an old woman of over eighty who has been uprooted from the valley to make way for New York's future water supply, an old woman of pioneer Catskill stock who sang Barb'y Ellen when she was a girl and learned spinning from her mother.

This summer we have thrust a few roots into the stony Catskill soil. From here on rich possibilities open before us. First of all we can extend our practise of having city children and country children play together and learn about each other. We can also continue our search into the folk culture of the Catskills. Already the children are dancing square dances indigenous to the region. We have contacts among many fiddlers and dance callers and can collect the Catskill versions of old songs that have lingered in these mountains. In all of this work the children can participate, and thus get a deep and abiding appreciation and enjoyment of folk culture.

We also have in mind a third and most ambitious project. Plans are going forward to have the older children write and produce plays dealing with the history of the Catskill region and also plays about the relationship between farmers and city consumers. These plays may be given in the small farming communities that cluster about the slopes of the Catskills. We have found these people intensely interested in their past and possessing only a fragmentary knowledge of it. In the little community of Samsonville very few people had ever seen the lithograph which we unearthed on our second visit. Certainly in making these people more conscious of their own past, and aware of their present relationship with city consumers, the children will be aiding the cause of democracy.

# Book



# Corner

## Wild Bird Neighbors

By Alvin N. Peterson (Milwaukee: The Bruce Publishing Company, 1940) 283 pages, cloth, \$2.00.

A series of informal sketches, giving intimate little glimpses into the home and social life of thirty-five North American wild birds. All bird enthusiasts will find it interesting and informative reading.

## Foldboat Holidays

Edited by J. Kissner (New York: The Greystone Press, 1940) 360 pages, cloth, \$2.50.

The foldboat, copied after the Eskimo kayak, which dismantles to be packed in two carrying cases for easy transportation, is increasing rapidly in popularity among campers and sportsmen. This book contains a collection of interesting material by many authors on the use of these boats under all kinds of camping conditions.

## Great Wings and Small—Bird Stories of Our Day

Compiled by Frances E. Clark (New York: The MacMillan Company, 1940) 332 pages. \$2.50.

Thirty stories about birds, the best bird stories of our day—that is endorsement enough to label a book as important to camp-minded and outdoor-loving people. It is packed full of thrilling yarns that smack of the out-of-doors, excellent for reading and telling in camps, clubs and schools. The author is expert in this sort of compilation, her four collections of animal stories being well-known and widely used.

## Sport for the Fun of It

By John R. Tunis (New York: A. S. Barnes and Company, 1940) 340 pages. \$2.50.

A handbook of information on twenty minor sports that can be played for the fun of it and without team organization, such as archery, bowling, deck tennis, fencing, golf, handball, etc. . . . In the case of each sport the treatment includes the origin and background, equipment, playing area, official rules and bibliography. It brings together a wealth of information and is a useful book to have at hand.

## Let's Celebrate Christmas

By Horace J. Gardner (New York: A. S. Barnes and Company, 1940) 212 pages, \$2.50.

The history and lore of Christmas,

the methods of celebrating it in various lands, Christmas parties, plays, carols, stories and poetry—all between two covers in what impresses as the most complete of the books on Christmas.

## Group Life

By Mary K. Simkhovitch (New York: Association Press, 1940) 98 pages, cloth. \$1.00.

A scholarly yet informal little book by the Director of Greenwich House, New York, which supplies fresh insight into the various forms of modern group living, such as the family, school, club, committee, play groups, etc. . . . It will be valuable not only to the group-worker and teacher but will help all readers to understand the forces involved in group living.

## Forest Outings

By Russell Lord (Editor) (Washington: Government Printing Office, 1940) 311 pages. \$1.25.

All who have their feet on the earth and their eyes on the sky will find delight and profit in this artistic effort of the Department of Agriculture to portray the vast and varied facilities for camping and outings in the Natural Forests. It releases the incense of the wilderness and it points the way to the most enchanting of the silent places. It pictures the ravages of greed and selfishness, yet in the same breath, it insures hope and confidence for the preservation of the wilds. It is a pleasant yet very potent argument for conservation, not for profit but for pleasure, not for business but for sanctuary. It is written by 30 foresters, edited by Russell Lord, and printed in attractive modern fashion.

## The Fun Encyclopedia

By E. O. Harvin (Nashville: Cokesbury Press, 1940) 1008 pages, \$2.75.

An encyclopedic collection of recreational materials and activities of a wide variety of types, mostly of the social-recreation sort.

## How to Play Winning Softball

By Leo Fischer (New York: Prentice Hall, Inc., 1940) 184 pages, \$1.95.

A book for the player and coach on the playing of the various positions in softball. There are chapters on women's play, umpiring, lighting for night play, and of the official rules.

## Charting the Counselor's Course

By Mary L. Northway, (Editor) (New York: Longmans, Green & Company, 1940) 118 pages, cloth. \$1.00.

This latest contribution to camping literature, the work of a group of Canadian experts under the editorship of Dr. Mary L. Northway, is to be recommended without reserve to all camp leaders regardless of training or experience. It is geared to the needs of the camp counselor and approaches all problems from the standpoint of his responsibility to his cabin group. For example, the chapter on health is not concerned with how to run a camp health program, but rather with the ways in which the counselor can assist in keeping his own cabin campers healthy. So with the discussions of special programs in the other chapters. The book is a significant contribution to camping literature and should reach the hands of all who are engaged in, or training for, camp leadership.

## Camping and the Older Boy

Edited by the National Camping Commission of the Young Men's Christian Association (New York: Association Press, 1940) 44 pages, 35¢.

An excellent thought-provoking little book on modern trends in programming for the older camper. After an introduction setting forth the basic principles of handling older boys in camp, there are a series of six chapters setting forth successful older boys' projects from as many different camps.

## Woodland Tales

By Ernest Thompson Seton (Santa Fe, New Mexico: Seton Village Press, 1940) 150 pages, cloth, illustrated. \$1.00.

After thirty-five years these little myths of the woods appear again in a new edition, but happily, the cover only is new—within are the same precious tales, each a classic that has withstood the test of time and that will continue to live on so long as there are people who have not forgotten the appeal of the fairy tale. They have all of the charm, imagination, and rare woodland insight of Seton at his best, geared to the childhood level. They are the very stuff from which campfire yarns are made.

# MONEY-SAVING IDEAS

By  
DAVID S. KEISER

Contribute your money-saving experiences—this column will appear often in THE CAMPING MAGAZINE. Send your contributions to David S. Keiser, Camp Lenape, 7733 Mill Road, Elkins Park, Pennsylvania.

1. INSURANCE.—One camp carrying Use and Occupancy Insurance saves over half the premium by taking it out on May 1st and *cancelling* the no-longer-needed policy on September 1st.

2. ICE.—A camp equipped with an electric walk-in box and an electric ice-cream cabinet discovered it had no ice for the cooling of drinks. It solved the problem without additional installation or cost by filling up emptied ice-cream cans with water, which froze overnight in the cabinet.

3. POWER.—In Pennsylvania monthly rates for seasonal electric power are multiplied by factors of 1.25, 1.19, 1.13, 1.07, 1.03 and 1.00 for the first, second, etc. months. Monthly minimum is \$3.00 or ten cents per day for fractional months. A Pennsylvania camp that uses \$50 worth of electricity every half-month in July and August ordered the reconnection for June 20th. It was billed for \$238.00 for the year. Had it ordered the reconnection five days earlier (two days before the reading of the meter on the 17th) it would have saved about \$12.00. Had it ordered the reconnection for March 15th—the saving would have been \$25.95. The calculation—

1.25 x .30 —	.38	March 15 to March 17th.
1.19 x 3.00 —	3.57	March 17th to April 17th.
1.13 x 3.00 —	3.39	April 17th to May 17th.
1.07 x 3.00 —	3.21	May 17th to June 17th.
1.03 x 50.00 —	51.50	June 17th to July 17th.
1.00 x 100.00 —	100.00	July 17th to Aug. 17th.
1.00 x 50.00 —	50.00	August 17th to Sept. 17th.
	\$212.05	The Year.

Few camps use such large amounts of electricity—but all camps should “re-connect”, at least, before the June reading.

4. INSURANCE.—Fire and burglary insurance policies are cheaper over a term of years. One camp saves 20 per cent by taking out a five-year fire insurance policy—and pays for it in yearly installments just the same.

5. SOCIAL SECURITY.—All camps must pay Social-security, Old-age taxes but only those camps that employ individuals for more than 19 different weeks must pay Social-security Unemployment taxes. Various camp directors are their own winter caretakers, thus eliminating this tax. Such directors seldom visit their camps but they have their fire insurance policies worded, “The camp may be left unoccupied, as necessary.”

6. HORSES.—One camp eliminates their own legal liabilities for the behavior of their horses in the off-season by selling them to the farmer keeping them for \$1 each. The director promptly buys options from the farmer for \$23.00—the options stating that the horses may be bought back for a second \$23.00 in June. Thus winter liability insurance is not needed on the horses.

## Shoe on the Other Foot

(Continued from page 15)

often the high point to be remembered.

2. (and closely related) A sense of perspective—in order not to make mountains out of mole hills, rules were suggested for this:
  - a. to say “It doesn’t matter”
  - b. to say “It doesn’t matter”
  - c. to say “It doesn’t matter” but just keep in mind that to the other person it *does* matter.

3. A spirit of adventure and fun—she should always be on the look-out for the new, but have a faculty for injecting adventure into the old as well, and last, but far from least, we think every counselor should be a person who honestly enjoys working with children, and is equipped with an abundance of patience, patience, and then some more patience.

## WHAT A CAMP DIRECTOR ASKS OF A COUNSELOR

If a camp director could see ahead into the life of a prospective coun-

selor, these are some of the things she would look for:

1. Does she feel that simple outdoor living is the ultimate aim of camping and does she enjoy the adventure of sleeping in a tent or even on the ground?
2. Is she able to be a good hand-craft counselor without taking her contract too literally to look at a bird with interest?
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# Book



# Corner

## Wild Bird Neighbors

By Alvin N. Peterson (Milwaukee: The Bruce Publishing Company, 1940) 283 pages, cloth, \$2.00.

A series of informal sketches, giving intimate little glimpses into the home and social life of thirty-five North American wild birds. All bird enthusiasts will find it interesting and informative reading.

## Foldboat Holidays

Edited by J. Kissner (New York: The Greystone Press, 1940) 360 pages, cloth, \$2.50.

The foldboat, copied after the Eskimo kayak, which dismantles to be packed in two carrying cases for easy transportation, is increasing rapidly in popularity among campers and sportsmen. This book contains a collection of interesting material by many authors on the use of these boats under all kinds of camping conditions.

## Great Wings and Small—Bird Stories of Our Day

Compiled by Frances E. Clark (New York: The MacMillan Company, 1940) 332 pages. \$2.50.

Thirty stories about birds, the best bird stories of our day—that is endorsement enough to label a book as important to camp-minded and outdoor-loving people. It is packed full of thrilling yarns that smack of the out-of-doors, excellent for reading and telling in camps, clubs and schools. The author is expert in this sort of compilation, her four collections of animal stories being well-known and widely used.

## Sport for the Fun of It

By John R. Tunis (New York: A. S. Barnes and Company, 1940) 340 pages. \$2.50.

A handbook of information on twenty minor sports that can be played for the fun of it and without team organization, such as archery, bowling, deck tennis, fencing, golf, handball, etc. . . . In the case of each sport the treatment includes the origin and background, equipment, playing area, official rules and bibliography. It brings together a wealth of information and is a useful book to have at hand.

## Let's Celebrate Christmas

By Horace J. Gardner (New York: A. S. Barnes and Company, 1940) 212 pages, \$2.50.

The history and lore of Christmas,

the methods of celebrating it in various lands, Christmas parties, plays, carols, stories and poetry—all between two covers in what impresses as the most complete of the books on Christmas.

## Group Life

By Mary K. Simkhovitch (New York: Association Press, 1940) 98 pages, cloth. \$1.00.

A scholarly yet informal little book by the Director of Greenwich House, New York, which supplies fresh insight into the various forms of modern group living, such as the family, school, club, committee, play groups, etc. . . . It will be valuable not only to the group-worker and teacher but will help all readers to understand the forces involved in group living.

## Forest Outings

By Russell Lord (Editor) (Washington: Government Printing Office, 1940) 311 pages. \$1.25.

All who have their feet on the earth and their eyes on the sky will find delight and profit in this artistic effort of the Department of Agriculture to portray the vast and varied facilities for camping and outings in the Natural Forests. It releases the incense of the wilderness and it points the way to the most enchanting of the silent places. It pictures the ravages of greed and selfishness, yet in the same breath, it insures hope and confidence for the preservation of the wilds. It is a pleasant yet very potent argument for conservation, not for profit but for pleasure, not for business but for sanctuary. It is written by 30 foresters, edited by Russell Lord, and printed in attractive modern fashion.

## The Fun Encyclopedia

By E. O. Harvin (Nashville: Cokesbury Press, 1940) 1008 pages, \$2.75.

An encyclopedic collection of recreational materials and activities of a wide variety of types, mostly of the social-recreation sort.

## How to Play Winning Softball

By Leo Fischer (New York: Prentice Hall, Inc., 1940) 184 pages, \$1.95.

A book for the player and coach on the playing of the various positions in softball. There are chapters on women's play, umpiring, lighting for night play, and of the official rules.

## Charting the Counselor's Course

By Mary L. Northway, (Editor) (New York: Longmans, Green & Company, 1940) 118 pages, cloth. \$1.00.

This latest contribution to camping literature, the work of a group of Canadian experts under the editorship of Dr. Mary L. Northway, is to be recommended without reserve to all camp leaders regardless of training or experience. It is geared to the needs of the camp counselor and approaches all problems from the standpoint of his responsibility to his cabin group. For example, the chapter on health is not concerned with how to run a camp health program, but rather with the ways in which the counselor can assist in keeping his own cabin campers healthy. So with the discussions of special programs in the other chapters. The book is a significant contribution to camping literature and should reach the hands of all who are engaged in, or training for, camp leadership.

## Camping and the Older Boy

Edited by the National Camping Commission of the Young Men's Christian Association (New York: Association Press, 1940) 44 pages, 35¢.

An excellent thought-provoking little book on modern trends in programming for the older camper. After an introduction setting forth the basic principles of handling older boys in camp, there are a series of six chapters setting forth successful older boys' projects from as many different camps.

## Woodland Tales

By Ernest Thompson Seton (Santa Fe, New Mexico: Seton Village Press, 1940) 150 pages, cloth, illustrated. \$1.00.

After thirty-five years these little myths of the woods appear again in a new edition, but happily, the cover only is new—within are the same precious tales, each a classic that has withstood the test of time and that will continue to live on so long as there are people who have not forgotten the appeal of the fairy tale. They have all of the charm, imagination, and rare woodland insight of Seton at his best, geared to the childhood level. They are the very stuff from which campfire yarns are made.

# MONEY-SAVING IDEAS

By

DAVID S. KEISER

Contribute your money-saving experiences—this column will appear often in THE CAMPING MAGAZINE. Send your contributions to David S. Keiser, Camp Lenape, 7733 Mill Road, Elkins Park, Pennsylvania.

1. INSURANCE.—One camp carrying Use and Occupancy Insurance saves over half the premium by taking it out on May 1st and *cancelling* the no-longer-needed policy on September 1st.

2. ICE.—A camp equipped with an electric walk-in box and an electric ice-cream cabinet discovered it had no ice for the cooling of drinks. It solved the problem without additional installation or cost by filling up emptied ice-cream cans with water, which froze overnight in the cabinet.

3. POWER.—In Pennsylvania monthly rates for seasonal electric power are multiplied by factors of 1.25, 1.19, 1.13, 1.07, 1.03 and 1.00 for the first, second, etc. months. Monthly minimum is \$3.00 or ten cents per day for fractional months. A Pennsylvania camp that uses \$50 worth of electricity every half-month in July and August ordered the reconnection for June 20th. It was billed for \$238.00 for the year. Had it ordered the reconnection five days earlier (two days before the reading of the meter on the 17th) it would have saved about \$12.00. Had it ordered the reconnection for March 15th—the saving would have been \$25.95. The calculation—

1.25 x .30 —	.38	March 15 to March 17th.
1.19 x 3.00 —	3.57	March 17th to April 17th.
1.13 x 3.00 —	3.39	April 17th to May 17th.
1.07 x 3.00 —	3.21	May 17th to June 17th.
1.03 x 50.00 —	51.50	June 17th to July 17th.
1.00 x 100.00 —	100.00	July 17th to Aug. 17th.
1.00 x 50.00 —	50.00	August 17th to Sept. 17th.

\$212.05 The Year.

Few camps use such large amounts of electricity—but all camps should "reconnect", at least, before the June reading.

4. INSURANCE.—Fire and burglary insurance policies are cheaper over a term of years. One camp saves 20 per cent by taking out a five-year fire insurance policy—and pays for it in yearly installments just the same.

5. SOCIAL SECURITY.—All camps must pay Social-security, Old-age taxes but only those camps that employ individuals for more than 19 different weeks must pay Social-security Unemployment taxes. Various camp directors are their own winter caretakers, thus eliminating this tax. Such directors seldom visit their camps but they have their fire insurance policies worded, "The camp may be left unoccupied, as necessary."

6. HORSES.—One camp eliminates their own legal liabilities for the behavior of their horses in the off-season by selling them to the farmer keeping them for \$1 each. The director promptly buys options from the farmer for \$23.00—the options stating that the horses may be bought back for a second \$23.00 in June. Thus winter liability insurance is not needed on the horses.

## Shoe on the Other Foot

(Continued from page 15)

often the high point to be remembered.

2. (and closely related) A sense of perspective—in order not to make mountains out of mole hills, rules were suggested for this:
  - a. to say "It doesn't matter"
  - b. to say "It doesn't matter"
  - c. to say "It doesn't matter" but just keep in mind that to the other person it *does* matter.
3. A spirit of adventure and fun—she should always be on the look-out for the new, but have a faculty for injecting adventure into the old as well, and last, but far from least, we think every counselor should be a person who honestly enjoys working with children, and is equipped with an abundance of patience, patience, and then some more patience.

## WHAT A CAMP DIRECTOR ASKS OF A COUNSELOR

If a camp director could see ahead into the life of a prospective coun-

selor, these are some of the things she would look for:

1. Does she feel that simple outdoor living is the ultimate aim of camping and does she enjoy the adventure of sleeping in a tent or even on the ground?
2. Is she able to be a good hand-craft counselor without taking her contract too literally to look at a bird with interest?
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## Recommendations from the White House Conference on Children in a Democracy

1. The development of recreation and the constructive use of leisure time should be recognized as a public responsibility on a par with responsibility for education and health. Local communities, States, and the Federal Government should assume responsibility for providing public recreational facilities and services, as for providing other services essential to the well-being of children. Private agencies should continue to contribute facilities, experimentation, and channels for participation by volunteers.

2. Steps should be taken in each community by public and private agencies to appraise local recreational facilities and services and to plan systematically to meet inadequacies. This involves utilization of parks, schools, museums, libraries, and camp sites; it calls for coordination of public and private activities and for the further development of private organizations in providing varied opportunities for children with different resources and interests. Special attention should be directed toward the maximum utilization of school facilities for recreation in both rural and urban areas.

3. Emphasis should be given to equalizing the opportunities available to certain neglected groups of children, including—

Children living in rural or sparsely settled areas.

Children in families of low income. Negro children and children of other minority groups.

Children in congested city neighborhoods.

Children just leaving school and not yet adjusted to outside life, with special emphasis on unemployed youth.

Children with mental, emotional, or physical handicaps.

4. Public and private organizations carrying responsibility for leisure-time services should assist and cooperate in developing public recognition of the fact that recreation for young and old requires facilities, equipment, and trained personnel.

5. Schools and other educational civic organizations should promote intelligent choice and appreciation of various forms of commercial recreation.

6. Because of the growing significance of radio and motion pictures in their impact on children and youth, social organizations and entertainment industries, insofar as they are concerned with the leisure time of children, should collaborate wherever possible in order to provide programs that will contribute to the sound development of children.

7. A privately supported nongovernmental national commission on recreation should be created to study leisure-time needs and resources and to make recommendations concerning the development of recreation and informal education.

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#### Work Camps For America

The conception of voluntary youth groups serving cooperatives, settlement houses and larger communities through

manual work is finding a welcome in an expanding circle of educators, civic leaders and youth themselves. In order to make effective an interchange of opinion among this group and to present developments relevant to this form of youth education, Work Camps For America is launching an inexpensive monthly publication to be known as *Work*. The regular subscription is \$1.00. The following types of membership in Work Camps for America include the subscription fee: associate membership, \$10; contributing membership, \$5. A supporting subscription is available at \$2. For further information write Robert E. Lane, executive secretary, Work Camps For America, 2 West 64th St., N. Y. C.

### Travel on Credit

One way to get to the 18th Annual Convention of the American Camping Association, Wardman Park Hotel, Washington, D. C., February 13-15, 1941 if your pocketbook is prone to flatness is by traveling on credit. Any transportation, costing \$50 or more (including rail and pullman) may be purchased on a deferred payment plan which will be fully explained by your local passenger agent. More than one person may be financed on one application, and an all-expense schedule including meals, hotel, sightseeing, etc., may be considered part of the transportation.

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### Work Camps For America

The conception of voluntary youth groups serving cooperatives, settlement houses and larger communities through

manual work is finding a welcome in an expanding circle of educators, civic leaders and youth themselves. In order to make effective an interchange of opinion among this group and to present developments relevant to this form of youth education, Work Camps For America is launching an inexpensive monthly publication to be known as *Work*. The regular subscription is \$1.00. The following types of membership in Work Camps for America include the subscription fee: associate membership, \$10; contributing membership, \$5. A supporting subscription is available at \$2. For further information write Robert E. Lane, executive secretary, Work Camps For America, 2 West 64th St., N. Y. C.

### Travel on Credit

One way to get to the 18th Annual Convention of the American Camping Association, Wardman Park Hotel, Washington, D. C., February 13-15, 1941 if your pocketbook is prone to flatness is by traveling on credit. Any transportation, costing \$50 or more (including rail and pullman) may be purchased on a deferred payment plan which will be fully explained by your local passenger agent. More than one person may be financed on one application, and an all-expense schedule including meals, hotel, sightseeing, etc., may be considered part of the transportation.

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## To Directors of Private Camps in America

MY DEAR FELLOW PRIVATE CAMP DIRECTORS:

I HAVE been asked to plan a program for the meeting of the private camp directors to be held in Washington on Wednesday afternoon, February 12, and Thursday morning, February 13 before the A.C.A. Convention.

The Convention program covers a multitude of topics with many speakers and I would like to propose something different for our group. I have felt for some time that we have been general, rather than specific, in our thinking and that, unless we can show what camps are doing factually and in such form that 'all who run may read', we cannot make out our case for recognition as educational factors in the life of the child.

We need small working groups for the meeting of minds informally, first to state our problems and then to record what we are doing about them. I would suggest, therefore, that on Wednesday afternoon, February 12, we meet in groups of not more than ten or twelve people, with a discussion leader, not a speaker, and a scribe, to explore the possibilities of beginning to record facts. It seems wise not to limit these first group meetings by indicating specific subjects to be discussed. That would follow naturally, but as a second step. Wednesday evening we can have a general meeting with careful summaries from the group leaders and perhaps be able to map a program for carrying on these group fact-finding bodies in our several localities. Thursday morning we can continue this planning or have group discussions on specific topics. Interest has been evidenced in Promotion, Budget, Counselor Training, and a revision of our Code of Ethics. We probably ought to consider the implications for us in the present House Bill, 10606. Any or all of these can be talked about, again in small groups, on Thursday morning, February 13.

This plan needs two things. Promptness in arriving and preparation beforehand are essential to its success. We should come prepared to talk so that we shall have a real meeting of minds. Will you let me know as soon as possible whether you can be present, whether you would be willing to act as leader or scribe, and be sure to send any suggestions that will make this plan more effective.

*Sincerely yours,*

EMILY H. WELCH

111 Waverly Place, New York, N. Y.

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